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ABSTRACT

A course syllabus designed to assist teachers to meet the requirements of the performance assessment of special education competency developed by the Georgia Department of Education is presented. The course is in the form of 10 workshop modules and two workbook activities comprising a total of 50 to 60 hours of instructional time. Following is a list of the objectives for each of the 10 sessions: the teacher will (1) demonstrate a repertoire of teaching methods and techniques; (2) plan instruction to achieve selected objectives, and use instructional techniques and methods related to objectives; (3) obtain and use information about needs and progress of individual learners, organize instruction to take into account individual differences among learners, and refer learners with special problems to specialists; (4) organize time, space, material, and equipment for instruction; (5) demonstrate enthusiasm for teaching and learning and for the subject being taught, and use procedures which involve the student in the learning task; (6) communicate with learners both orally and in writing, and instruct with clarity; (7) demonstrate an understanding of school subject being taught, and adjust instruction to change in conditions; (8) help learners develop positive concepts of themselves, manage classroom interactions, and reinforce and encourage efforts of learners; (9) obtain and use information about effect of instruction; and (10) meet professional responsibilities, and engage in professional self improvement. (PHR)

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Introduction
Problems of teaching special education: performance competencies.

Special Education Competencies
for Teachers
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John Olive, VTR Specialist
Debbie Pezeshkmehr, Field Assessor
Elizabeth Creagh, Field Assessor

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under Title IV - C Funds
Georgia State Department of Education.

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SPECIAL EDUCATION COMPETENCIES FOR TEACHERS

The Improvement of Performance Competency Ratings

The Georgia Department of Education has identified the eighteen competencies that will be needed for teacher certification. To meet the needs created by this performance assessment of competency, a Title IV-C project (Project SECT located at M-CESA) has designed a course aimed at improving such ratings of demonstrated competence. Teachers enrolling in the course will spend 50 to 60 hours working through the SECT course. It is expected that all the teachers will be able to meet minimum competency ratings after taking the course and that most of them will show significantly higher levels in specific competency areas.

In designing this course we sought out experts in each of these competency areas to write workshop modules. We asked these professional educators to create a learning situation for beginning special education teachers that would provide hierarchical steps of rating improvement in 10 weekly sessions. Each consultant has designed a skeleton outline of behavioral objectives, an expanded outline specifying teaching activities, a complete lesson plan, and finally, a revised edition if needed. Each module provided for three hours of class instruction and two hours of field practice or related activity each week.

A course syllabus is enclosed in this introductory volume. The accompanying volumes contain expanded outlines, complete lesson plans, copies of hand-outs, audio-visuals and completed activities.

Edited videotapes of each workshop presentation are also available, along with the videotaped media used in each workshop. The edited tapes are a condensation of the presentations, leaving out participant work time, but maintaining the major points made by each presentor. Each tape is less than one hour in length. The media tapes used in each workshop are available in their entirety.

	SECT #	COMPENTENCY	PRESENTOR	DATE
1	XII	Demonstrates a repertoire of teaching methods & techniques	Meredith Papagianis Ginny Eckert	1/10/79
2	I VII	Plans instruction to achieve selected objectives. Uses instructional techniques & methods related to objectives.	Linda Craig	1/17/79
3	XIII II III	Obtains & uses information about needs & progress of individual learners. Organizes instruction to take into account individual differences among learners. Refers learners with special problems to specialists.	Linda Bernknopf	1/24/79
4	IV	Organizes time, space, material and equipment for instruction.	Kathleen Huguenin	1/31/79
5	VI X	Demonstrates enthusiasm for teaching & learning & for the subject being taught. Uses procedures which involve the student in the learning task.	Debbie Brenner	2/7/79
6	VIII IX	Communicates with learners both orally & in writing. Instructs with clarity.	Rick Kopp	2/14/79
7	XV XVI	Demonstrates an understanding of school subject being taught. Adjusts instruction to change in conditions.	Mary Nur	2/21/79
8 & 9	V XVII XI	Helps learners develop positive concepts of themselves. Manages classroom interactions. Reinforces & encourages efforts of learners.	Ginny Eckert and Laura Weiner	2/28/79 and 3/7/79
10	XIV	Obtains and uses information about effect of instruction.	Ernest Bentley	3/14/79
WORKBOOK ONLY	XVIII XIX	Meets professional responsibilities. Engages in professional self-improvement.	Julie Stulac	3/15/79

SPECIAL EDUCATION COMPETENCIES FOR TEACHERS:

The Improvement of Performance Competency Ratings

The Instructors:

Ernest L. Bentley, Jr.: President of Professional Standards, Inc., has presented teacher clinics throughout the southeast specializing in teacher assessment, communication skills, and management standards; experience includes nine years as executive director of Metro-CESA, taught research methods and educational foundations at the university level, taught social studies at the secondary level, and has developed a teacher self-evaluation system and co-authored its text published by Prentice-Hall; holds a doctorate from the University of Florida in curriculum and instruction and a master's degree in history and education from Peabody College. Dr. Bentley presents the tenth session on revising instructional methods.

Linda Altholtz Bernknopf: Director of an SED Center in Gainesville, Georgia; experience includes administrative duties in special education student placement, assistant professor of special education teaching LD, BD, and mental retardation courses at the graduate and undergraduate level, and elementary school remediation teaching; has published numerous articles in special education journals; received a Ph.D. from the University of Georgia in exceptional children behavior disorders and an M.S. from City University of New York, Brooklyn College in elementary education. Dr. Bernknopf presents the third session on gathering information on individual learners and refering them to specialists.

Debra C. Brenner: Communication Specialist, Atlanta Area School for the Deaf; specializes in communication instruction of hearing impaired students and auditory processing as part of the teacher's curriculum; has served as a consultant in non-verbal communication, artistic interpreting, and language modeling, and as a counselor for adult education; received national attention for her work with theatrical interpreting in Atlanta; earned a master's degree from the University of Arizona in education of the hearing impaired and a bachelor's degree in speech and hearing handicapped education from Hofstra University. Ms. Brenner presents the fifth session on non-verbal communication.

Linda C. Craig: President of Education Services, Inc., specializing in teacher workshops on reading skills and criterion reference testing; as coordinator and consultant, she has served many school districts across the country and is the author of numerous articles and tests on objectives, individualizing instruction, and reading instruction; holds a master's degree from St. Cloud University as a reading specialist and a bachelor's degree in elementary education. Ms. Craig presents the second session on instructional objectives.

Virginia A. Eckert: Assistant Professor of Education, West Georgia College; experience in student teacher supervision in special education, administration of district special education therapy programs, and teaching TMR classes; has authored a text on learning centers and serves as a state hearing officer; received a master's degree in behavior disorders and learning disabilities from Illinois State University and a bachelor's degree in mental retardation. Ms. Eckert co-presents sessions eight and nine on behavior management and encouraging learners.

Kathleen M. Huguenin: Assistant to the president of Responsive Education, Inc., expertise in educational research and development in teaching, school-community interactions, school site coordination, and alternative schools; experience at university and state department administration levels, with VISTA School of Social Work at the University of Maryland, and as an elementary school teacher; holds a Ph.D. in sociology of education and master's degrees in sociology and in social foundations, all from Stanford University. Dr. Huguenin presents the fourth session on organizing for instruction.

Frederick S. Kopp: President, Clarity Enterprises, a communications company developing multimedia presentations; area of expertise is in writing and educational consulting; experience as a director of a Title IV-C project in special education and research assistant for a public school system; has a master's degree in clinical school psychology from City College of New York and a bachelor's degree in psychology from Union College. Mr. Kopp presents the sixth session on written and oral communication and clarity.

Mary Morrison Nur: Consultant for the California Staff Development Network and for the Teacher Corps, writing handbooks for technical assistance to school districts and developing comprehensive staff development programs; experience includes coordination of the Urban/Rural School Development Program at Stanford University, editing for Sullivan Associates, and teaching english and social studies in junior high school; earned a Ph.D. in education and an M.A. in teaching of english from Stanford University. Dr. Nur presents the seventh session on adjusting conditions of instruction and demonstration of knowledge.

Meredith Nash Papagianis: Evaluation Assistant for the FLS project at Florida State University, concentrating on educational evaluation and research design; experienced in vocational education site documentation, school district comprehensive planning, teacher evaluation, and teaching educationally handicapped and emotionally disturbed students in elementary school; has a master's degree in adult education from Florida State University and a bachelor's degree in english literature from Northwestern University. Ms. Papagianis presents the first session on repertoire of teaching methods.

Julie Stulac: Assistant Professor of Education, Georgia State University, teaches research methods in the Foundations of Education Department; area of expertise is ethnographic studies of the school community including sociological interfacing of teachers and administrators; experience includes principal investigator for Far West Laboratory, teaching at the University of British Columbia and Stanford University as well as in middle schools, evaluation specialist for the Follow Through project, and consultant and writer in education; received a Ph.D. in the sociology of education and an M.A. in counseling psychology from Stanford University. Dr. Stulac has prepared the supplementary text on professional standards.

Laura D. Weiner: Consultant for the Special Education Competencies for Teachers project, writing staff development courses for special education teachers; experience as a learning disabilities teacher and a speech and language therapist in Georgia and New York; holds a master's degree in learning disabilities from the University of Georgia and a bachelor's degree in speech pathology from Long Island University. Ms. Weiner co-presents the eighth and ninth sessions on developing positive concepts and reinforcing learners.

Workshop #1

Meredith Papagianis

I. The teacher will learn to use a variety of teaching methods and techniques.

A. The teacher will use a variety of teaching resources in the classroom.

1. The teacher uses supplementary resources.

2. Supplementary resources are used appropriately.

3. There is a richness to the basic/supplementary whole:

- o different materials available.
- o Multi-media approach.
- o Needs of diverse student population matched, including matching to various learning modalities.

a. "Lecture" - go over objective and descriptors (measurement criteria); explain, give examples.

b. Visual Aids - outline of descriptors and examples; Cone of Experience diagram "Language Experience Approach" booklet, p. 13.

c. 6-Minute Tape #57 (pre-school learning impaired - "nurse cut-out lesson")

d. Brief Discussion - naming resources; mention relation of resources and methods (the next objective).

B. The teacher will conduct lessons using a variety of teaching methods.

1. Teacher uses drill.

2. Teacher uses role-playing.

3. Teacher uses demonstration.

4. Teacher uses problem-solving.

5. Teacher uses inquiry.

a. "Lecture" - go over objective and descriptors; explain, give examples.

b. Brief Discussion - examples of methods from previous tape; other examples.

c. 6-Minute Tape #55 (K class interrelated disabilities - "bird lesson")

(Note: tapes #55 and #57 might be switched. I seem to remember that #57 had more different types of resources. #57 certainly uses a number of different methods also. With both tapes, the interrelatedness of methods and resources will be emphasized.)

d. Visual Aids - outline of descriptor examples; Cone of Experience (this relates as much to methods as to resources.)

C. The teacher will use teaching methods appropriate for objectives and learners.

1. Teaching methods are matched to objectives.

2. Teaching methods are matched to learners.

3. A smooth transition is made from one method to another.

4. The classroom environment is arranged optimally for the teaching method.

a. "Lecture" - go over objective and descriptors; explain, give examples; brief presentation on modalities (this will be covered in subsequent workshops in detail.)

b. Visual Aids - outline of descriptors and examples; Cone of Experience (in relation to modalities); diagram of input/output channels in "Learning Styles" booklet, p. 11.

c. STRETCH tape on "Language Experience Approach" - teachers will be given a rating form on the first three objectives (dimensions) and will be asked to rate the teacher in this tape; brief discussion on ratings will follow tape.

D. The teacher will use questions at a variety of cognitive levels.

1. Questions are appropriate for objectives.

2. Questions are sequenced from simple to complex and build on one another.

3. A variety of levels of thought are required of learners by the questions.

4. Learners are given adequate time to answer questions.

a. "Lecture" - go over objective and descriptors; give examples, explain, classifying questions as they are classified in the middle section of the STRETCH "Questioning Skills" tape).

b. Visual Aids - outline of descriptors and examples; chart showing different types of questions.

c. STRETCH tape on "Questioning Skills" - will use only the middle section of this tape (7-10 minutes).

d. Brief role-play activity - given a description of a situation, one or two teachers will demonstrate the use of different types of questions - with others playing the role of student.

E. The teacher will demonstrate the ability to work with individuals, small groups, and large groups.

1. The group size for instruction is matched to the objective.

2. The teacher's role appropriate to the group size being used.

3. The changes from one group size to another are smooth.

4. Different group sizes that are matched to objectives are used.

a. "Lecture" - go over objective and descriptors; explain, give examples.

b. Visual Aids - outline of descriptors and examples; list of guidelines for organizing sub-groups (based on list on p. 17 of "Grouping and Special Students" booklet).

c. Brief Discussion - different types of groupings possible in different types of special classes (later workshop on classroom management will be relevant to this topic).

d. Individual Activity Exercise - Based on Activity 3, "Groups That I Can Use" p. 19 in "Grouping and Special Students"; brief follow-up discussion.

Workshop #2

Linda Craig

I. "The teacher will learn to use instructional techniques and methods related to objectives."

A. Participants will evidence ability to regulate the rate of presentation of a lesson so that it is neither too fast or too slow.

1. Participants will be able to make a judgement as to the appropriateness of pace of a lesson for a selected group of students.

2. Participants are able to list two ways for monitoring learning rate of students.

3. Participants are able to look at a lesson plan and judge the approximate amount of time needed for completion of each activity.

ACTIVITY

Participants will view videotape segment #54 with teacher and students lesson on a nurse. They will judge whether the teacher paced the lesson adequately. They will list two ways she monitored the learning rate of her students. They will then list an additional activity she might do and judge the amount of time it would take with the students on the videotape.

B. Participants will be able to evaluate an individual student's responses or contributions in relation to an ongoing lesson.

1. Participants will evaluate students' responses based on individual differences in learning ability and rate.

2. Participants will judge pupils' contributions based on learners' perceptions and ability to change or improve.

ACTIVITY

Participants will view videotaped segment #44 with students in a resource room. They will rate the teacher on her ability to accept student responses in a non-judgemental manner. they will fill out a checklist based on the objectives for this dimension to rate the videotaped teacher on the various indicators and descriptors.

C. The participants will evidence ability to plan for the use of audiovisual and other instructional equipment.

1. Participants will be able to identify AV or other instructional equipment which is available for use in their teaching situations.

2. Participants will be able to plan lesson which make use of AV and media. These blend smoothly with other kinds of instruction.

3. Participants evidence skill at operating AV equipment.

4. Participants will produce original materials for use with AV or other equipment.

ACTIVITY

Participants will view videotaped segment #55 where the teacher brings a bird to class. The participants will then identify other AV media which could be used to continue the lesson for these students. This should include one idea for an original material to teach a follow-up lesson.

Participants will take a test on use and understanding of AV equipment. They should then practice use of the equipment for which they are least knowledgeable.

D. The participants will evidence ability to organize learning activities in logical sequence.

1. Given a topic and a set of activities, participants will be able to sequence the activities in a logical sequence.

2. Given a set of activities for a topic, participants will be able to identify those which are prerequisite for enabling the learner to master the topic.

ACTIVITY

Participants will be given a topic and a set of activities. They must sequence the activities in an order from simple to complex and concrete to abstract. In addition, they will star those items which will provide opportunity to acquire prerequisites which learners need to master the objective related to the given topic.

E. Participants will evidence ability to provide experiences in which learners apply what they have learned.

1. Given a topic for a lesson plan, participants will be able to identify an activity in which learners must apply the knowledge gained about the topic.

2. Given a topic for a lesson plan, participants will be able to write one original idea for the class or an individual learner which provides the opportunity for the learners to apply the knowledge about the topic inside or outside the classroom.

ACTIVITY

Participants will be presented with a topic and a list of activities. They must identify those activities which call for application of knowledge. In addition, they must write one more activity which will enable a learner or a class to apply the knowledge gained about the topic.

ASSIGNMENT

Participants will complete Activity 10, p. 54, STRETCH module, Assessment. This activity will be adapted in the following ways.

In the section on "Instructional Materials," they must include at least one AV material on which they have shown a lack of proficiency as assessed by the test administered in Part III, AV materials, and practice using that material in their classrooms. In addition to this activity, they will include activities at various cognitive levels. It should also include a means of assessment and objectives to be assessed. The adapted Activity 10 will be rated by checking the proficiency of application of the ten criteria covered in workshop #2 under the headings A) "Plans instruction to achieve selected objectives" and %) "Uses instructional techniques and methods related to objectives."

III. The teacher will learn to refer learners with special problems to specialists.

A. The individual obtains information about learners from standardized test results and cummulative records.

1. The teacher will obtain information on particular learners only after someone has brought a problem to his/her attention.

2. The teacher will make an independent effort to obtain such information as aptitude, reading, or ability levels of learners.

3. Standardized test results or cummulative records will be used to seek causes for problems of individual learners.

4. The teacher explains how standardized test results or cummulative records have been used to deal with the problems of learners.

a. Task I
View portion of STRETCH tape (10 minutes)

b. Task II
Look at indicators
Have group list sequence of events that the teacher should go through to individualize learning (from identifying different needs to referral when appropriate). Time: 15 minutes.
Discussion: 15 minutes

B. The teacher will identify learners who require the assistance of specialists.

1. The teacher will identify learners who require the assistance of specialists but makes no effort to refer the learner to or discuss the problem with a specialist.

2. The teacher will identify learners who require the assistance of specialists and will make the proper referrals.

3. The teacher will seek to discuss the results of the referral with specialists in an attempt to establish the teacher's role in assisting the learner.

4. The teacher will evidence an attempt to fulfill this role.

a. Task I and Task II
See A. above.

C. The teacher will obtain information about and assistance with specific learner problems from co-workers and parents.

1. Specific problems with learners will be identified where outside help is needed; discussions with co-workers and/or parents will be held but no action will be taken.

2. Information about and assistance with specific learner problems will be used in the classroom.

3. The teacher will help organize and will participate in staff or parent conferences to consider learner problems, and actions based on these meetings will be taken.

4. The teacher will routinely inform parents of the progress of learners or provides guidance on how the home can assist the school.

   a. Task I and Task II
      See A. above.

Workshop #3

Dr. Linda Bernknopf

XII. The teacher will learn to obtain and use information about the needs and progress of individual learners.

A. The teacher will use teacher-made or teacher selected evaluation material to obtain information about learner progress.

1. End-of-unit or summative evaluations will be used to determine learner progress.

2. Additional progress checks will be used to determine learner progress.

3. The teacher will break down evaluations to reveal individual learner progress on specific objectives.

4. The teacher will use affective measures to assess learner attitudes.

a. Task I
Divide into six groups of 5 each
Assign problems
Allow 20 minutes
Bring group back
Discussion time - 20 minutes

b. Task II
View portion of STRETCH assessment tape
Time 10 minutes

B. The teacher will communicate with individual learners about their needs and progress.

1. Tests, homework, scores and grades are used to assist individual learners in the identification of specific problem.

2. Tests, assignments, and classroom questions are used to identify problems of the entire class or individual learners.

3. The teacher uses progress checks to help learners assess their own achievement on objectives before end-of-unit or summative achievement tests are administered.

4. Formal procedures such as interviews with learners or written questionnaires are used to identify motivational or attitudinal problems of individual learners.

a. Task I and Task II

The activities for this indicator will be accomplished simultaneously with indicator A.

II. The teacher will learn to organize instruction to take into account individual differences among learners.

A. The teacher will plan instruction to account for the varying ability levels of the students.

1. Students are divided into groups but the range of ability is too great to meet individual needs and differences within groups are not attended to.

2. Some recignition of individual needs are present in assigning work or grouping, but is done inconsistnetly.

3. Students are divided into groups but not to the extent that meeting individual needs is a predominant concern in the classroom.

4. Learning tasks are designed to match the interest and abilities of individual students and independent work or individuals working alone or in small groups.

a. Task I
View portion of STRETCH tape, "Individualized Instruction" (Time: 15 minutes).

b. Task II
Divide into groups; assign problems (Time: 10 minutes)
Discussion: 10 minutes

B. The teacher will organize instruction to take into account differences among learners in their capabilities.

Rating	Descriptor
1. None of the descriptors is evident.	a. Instruction will be based on an assessment of past performance on ability.
2. One descriptor is evident.	b. Assignments for learners will be differentiated according to ability.
3. Two descriptors is evident.	c. Materials compatible with the range of learner abilities will be used to achieve a given objective.
4. Three descriptors are evident.	d. Remedial or enrichment activities will be used for the unit.
5. Four descriptors are evident.	
a. Task I and Task II See A. above.	

C. The teacher will organize instruction to take into account differences among learners in their learning styles.

Rating	Descriptors
1. None of the descriptors is evident.	a. Alternative resources will be available for achieving a given objective.
2. One descriptor is evident.	b. Alternative means (group structure or teacher presentation method will be available for achieving a given objective.
3. Two descriptors are evident.	c. Learners will be given assignment (e.g., writing, drawing or verbalizing).
4. Three descriptors are evident.	d. Learners will be matched with resources and procedures based on previous performance or consultation with the teacher.
5. Four descriptors are evident.	
a. Task I and Task II See A. above.	

D. The teacher will organize instruction to take into account differences among learners in their rates of learning.

1. None of the descriptors is evident.	a. Learners will work at their own rate for some of the objectives some of the time.
2. One descriptor is evident.	b. Special assistance (e.g., teacher or peer tutoring) will be available for slow learners.
3. Two descriptors are evident.	c. Fast learners will be allowed to work on topic-related enrichment activities some of the time.
4. Three descriptors are evident.	d. Objectives will be divided between those that all learners should achieve and enrichment objectives that are desirable but not essentia
5. Four of the descriptors are evident.	
a. Task I and Task II See A. above.	

Workshop #4

Dr. Kathleen Huguenin

IV. The teacher will learn to organize time, space, materials, and equipment for instruction.

A. The teacher will learn to arrange the classroom using different groupings.

1. The teacher will learn how to encourage pupils to work in small groups by means of the physical arrangements in the room.

a. By demonstration, workshop setting will be physically arranged in several different ways during the course of the session in order to accommodate both small and large group activities.

b. Beginning segment of "STRETCH" tape will be shown as Introduction.

c. As a large group activity, participants will role play a simulated situation, emphasizing how to "move" from one "step" to the next on the observation instrument.

d. The "why" and "how" of this objective will be explored in a brainstorming session, drawing on participants' own experiences, and unique solutions for special problems (such as what to do when they do not have their own room to rearrange).

e. As a small group activity, participants will have the opportunity to actually manipulate the room arrangement of a "doll house" type classroom as a solution to a case study problem.

f. VTR tape will be shown as review.

g. As an out of class activity, participants may rearrange their own teaching space, photograph it, and share it with fellow participants at the following session.

B. The teacher will learn to organize materials efficiently.

1. The teacher will learn to have necessary materials available for efficient distribution to learners.

2. The teacher will learn to acquaint learners with the materials system in the classroom.

a. By example, workshop materials will be assembled prior to workshop and their usage, especially for small group activities, demonstrated to participants.

b. Beginning segment of "STRETCH" tape will be shown as Introduction.

c. The "why" and "how" of this objective will be explored in a brainstorming session, drawing on participants' own experiences, special problems, and "tips".

d. A short exercise using the "Florida" tape will be conducted as a small group activity.

e. VTR tape will be shown as review.

f. As an alternative out of class activity, participants may view their own videotaped observation, calculate the percentage of time spent distributing materials, and generate ways to make this more efficient, transferring greater responsibility to students.

C. The teacher will learn how to facilitate student mobility.

1. The teacher will learn how to encourage students to move freely around the room and to work at places other than their assigned desks, including the floor and other non-desk areas.

a. By demonstation, the workshop will be structured so as to use several different work areas, as appropriate to large and small group activities.

b. Beginning segment of "STRETCH" tape will be shown as Introduction.

c. The "why" and "how" of this objective will be explored in a brainstorming session, drawing on participants' own classroom experiences.

d. As a large group activity, participants will role play a simulated situation, emphasizing how to "move" from one "step" to the next on the observation instrument.

e. As a small group activity, participants will have a space to manipulate an actual setting, in order to visually demonstrate the way in which the environment can both facilitate and impede mobility.

f. VTR tape will be shown for review.

g. As an out of class activity, the effect of environmental factors on mobility should be taken into account in their restructuring and photograph of their own teaching space.

D. The teacher will learn to provide a safe and orderly environment.

1. The teacher will learn the importance of keeping furniture and materials neat, orderly, and attractive.

2. The teacher will learn to use bulletin boards and displays for current information, instruction, or recognition of learners.

3. The teacher will learn to have learners participate in maintaining orderly materials, preparing decorative and instructional displays, and monitoring safety.

   a. By demonstration, charts listing the workshop objectives, agenda, and "quotable quotes" relevant to the workshop will be displayed.

   b. Beginning segment of "STRETCH" tape will be shown as Introduction.

   c. The "why" and "how" of this objective will be explored in a brainstorming session, drawing on participants' own experiences and ideas.

   d. As the final small group activity, each group will display and share their "projects" from the other three small group activities to the rest of the workshop participants.

   e. VTR tape will be shown for review.

   f. As part of out of class activity, participants should include constructing a display or bulletin board in their photograph of their "restructured" teaching space.

Workshop #5

Workshop Leader

Ms. Debra C. Brenner

VI. "The participants can demonstrate enthusiasm for teaching and learning and for the subject being taught."

BEHAVIORAL OBJECTIVES

A. "The teacher communicates personal enthusiasm."

MEASUREMENT CRITERIA

1. The teacher uses facial expressions to indicate pleasure, concern, interest, etc.

VEHICLES FOR LEARNING

a. Activities and games involving facial expression.

b. Excertps from videotapes: "Serendipity," STRETCH: Language Experience and VTR Library.

c. Viewing their own videotape (homework).

2. The teacher uses voice inflections to stress points of interest and importance.

a. Activity: games involving voice inflection.

b. Viewing excerpts from above tapes.

c. Viewing their own videotape (homework).

3. The teacher moves freely about the room or among the students.

a. Games involving movement and body parts.

b. Viewing their own videotape (homework).

4. The teacher uses a variety of gestures (head, arms, etc.) to accentuate points.

a. Games involving gestures, non-verbal communication and emotions.

b. Excerpts from above tapes.

c. Viewing their own videotape (homework).

B. The teacher communicates with learners in a way that conveys interest in them and the subject.

1. The teacher encourages learners to share ideas or experiences related to the topic.

a. T.E.T. techniques for active listening.

b. Language Modeling techniques.

c. Group activity involving above.

d. Video excerpts from "Language Experience."

2. The teacher provides personal examples or experiences related to the topic.

a. Language Modeling techniques.

b. Group activity involving above.

c. Video excerpts from "Language Modeling techniques."

3. The teacher incorporates ideas of learners into lessons.

a. Discussion of pertinent situations.

b. Video example from VTR library.

4. The teacher describes or reminds learners of the importance of the topic.

a. Discussion with examples.

C. The teacher expresses enthusiasm for, or high interest level in the students and class activities.

1. The teacher is poised and controlled. He/she wants his/her students to learn but the presentation lacks sparkle. ("Controlled")

a. Role playing situations

b. View own videotape (homework).

2. The teacher is interesting and confident. He/she demonstrates an earnest desire for his/her students to grasp the material. His/her presentation is attractive. ("Interesting")

a. Role palying situations.

b. View own videotape (homework).

3. The teacher is dynamic and stimulating. He/she uses expressiveness and variety intone of voice and eye contact. He/she includes facts or ideas which stimulate interest. His/her teaching behavior captures the attention of and excites the students. ("Stimulating")

a. Role playing situations.

b. Opening of workshop - simulation.

c. Activities from section A.

d. View own videotape (homework).

D. The teacher establishes a convivial classroom atmosphere.

1. The teacher cares for the students even though not always aware of their feelings. The atmosphere is businesslike.

   a. Role playing situations.

   b. Relationship games.

2. The teacher is jovial and friendly but interacts mainly with the group. The teacher is more supportive than critical and generally responds to the students. The atmosphere is responsive.

   a. Role-playing situation.

   b. Relationship games for teacher and students.

   c. View excerpts from "Language Experience" videotape (STRETCH).

3. There are good feelings and friendship between teacher and students, students and students. The atmosphere is tension free. The teacher and students accept and like each other.

   a. Role playing situations.

   b. Relationship games for teacher and students and for students and students.

   c. Homework: to try games with their own students and report back the responses.

   d. View excerpts from "Language Experience" tape

X. "The teacher uses procedures which involve the student in the learning task."

A. The teacher uses procedures which initially get learners involved in lessons.

MEASUREMENT CRITERIA	VEHICLES FOR LEARNING
1. Helps learners recall past experiences or knowledge that relate to new activities.	a. In four age related groups, teachers will design a unit to incorporate all of the measurement criteria.
2. Uses interests of learners as a link to new activities.	b. As a homework assignment teachers will attempt to plan for the four measurement criteria in a current or future unit in their classroom and report their comments on the outcome of the unit.
3. Stimulates interest in new activities with such things as discrepant events or thought-provoking questions.	
4. Helps learners understand what they may achieve by participating in the new activities.	c. View excerpt from STRETCH tape #1.

B. The teacher uses responses and questions from learners in teaching.

MEASUREMENT CRITERIA	VEHICLES FOR LEARNING
1. The teacher acknowledges learners who wish to be recognized and occasionally asks for learner responses or questions.	a. Viewing excerpt from STRETCH tape #1: "Questioning Skills".
2. The teacher (more frequently) asks for learner responses or questions on the lesson.	b. Incorporating these criteria into the four group units to be designed by the teachers (see IIAa).
5. As well as asking for responses and questions, the teacher frequently incorporates these into subsequent activities.	c. Incorporating these criteria into their homework assignment (see IIAb).

C. The teacher provides learners with opportunities for participating in class activities.

MEASUREMENT CRITERIA	VEHICLES FOR LEARNING
1. Most learners have opportunity for active participation at some time in the class (e.g. small group discussion, physical manipulation of materials, physical movement, individual library work, etc.)	a. Viewing excerpt from STRETCH tape #1.
2. All learners have opportunity for active participation in some type of activity.	b. Incorporating these criteria into the four group units to be designed by the teachers (see IIAa).
3. All learners have multiple opportunities for active participation in activities.	c. Incorporating these criteria into their homework assignment (see IIAb).

D. The teacher involves students actively in the lesson.

MEASUREMENT CRITERIA	VEHICLES FOR LEARNING
1. Most learners (75%) are on task (actively engaged in the lesson).	a. These criteria are the hoped-for results of all the above activities included in both parts (I and II) of the workshop.
2. High on-task (90%) behavior is evident.	
3. All learners are on task.	

Workshop #6

Measurement Criteria

Rick Kopp

VIII. Goal: The teacher will communicate with learners both orally and in writing.

A. Teacher will provide directions and explanations using different words and ideas when learners misunderstand.

1. Teacher will restate original communication in nearly the same words or in somewhat abbreviated form if learners do not understand.

Blackboard exercise with group input -- restating directions in a somewhat abbreviated form.

2. Teacher repeats directions and explanations using different words and ideas when learners show that they do not understand.

Boackboard exercise with group input -- repeating directions and explanations using different words and ideas.

3. Teacher will attempt to identify areas of misunderstanding; and then use different words and ideas in repeating directions and explanations to learners who show that they do not understand.

Role playing of question/clarification "scripts" used in the two preceding blackboard exercises. Groups of three will be created: two people will play the parts of the teacher giving the directions and the student who fails to understand; the third member of the role play team will observe and share his/her assessment of the interchange with the role players; the role of observer will rotate.

B. Teacher will communicate the impression that the teacher knows what is to be done and has a means of doing it.

1. Only occasionally is the impression given of not knowing what is to be done.

Not applicable. (This level of performance is actually a partially-applied performance of the desired level below.)

2. The teacher has definite goals and plans for activities that are communicated to learners.

3. The teacher indicates how present plans and activities fit into longer range goals and plans. The teacher conveys the impression of a top notch professional at work.

C. Teacher will pace questioning so that each student is able to participate effectively.

1. Teacher gives the student ample time to respond before moving on.

   Videotape recorded examples of:

   - o moving on without giving ample time (Staged classroom tape "Questionable Classroom Practices").
   - o giving ample time before moving on (SECT VTR library).

2. The teacher restates or clarifies the question to aid the student in responding.

3. Teacher gives "hints" to aid the student in responding.

D. Teacher follows through concerning specific verbal directions or consequences expressed by her during class activities.

1. The teacher gives directions and follows through for some of the children.

   Not applicable. (This is actually a partially-applied performance of higher levels of performance.)

2. The teacher gives a direction and follows through most of the time. A verbal explanation is given to the child by the teacher in those instances in which (s)he does not follow through.

   Lecture -- "The Importance of Consistency"

3. The teacher gives a direction and then follows up on it. There is consistency in message and action by the teacher.

   VTR (SECT VTR library)

E. Teacher will communicate to the student information about the adequacy, completeness, or correctness of student responses and directions to assist the learner toward improved performance.

1. The teacher usually will respond to pupils' attempts to learn with general responses (such as 'B', 'OK', etc.) However, some specific comments about the general quality of the work are occasionally offered.

Group discussion of --

- o some general responses (and why they are not sufficient)
- o why specific comments are preferable -- some examples of specific comments

2. Usually, the teacher only lets pupils know which responses are right or wrong, (s)he occasionally offers suggestions for improvement.

   Lecture reiteration of importance of specific comments on work and the desirability of offering suggestions for imporvement.

3. Teacher consistently lets pupils know which responses are right or wrong, points out what is right or wrong about them and assigns the student learning activities to improve his performance.

   Pencil and paper small group activity -- worksheets will be prepared, giving incorrect student responses and requiring participants (in groups of three) to construct an appropriate teacher reaction including specific information regarding (a) which responses are right and wrong; (b) what is right or wrong about them; and (c) learning activities for the student to improve his performance.

IX. Goal: Teacher will instruct with clarity.

A. The teacher will be able to clearly introduce a new topic or return to a previously discussed topic.

1. Teacher introduces the lesson by a 'task-at-hand' introduction which prefaces the lesson but does not link it to past or future work.

   Lecture -- "The importance of clear introductions"

2. The lesson is preceded by a brief review of past work, linking the present lesson to previous learning. The present lesson is also introduced.

   Lecture -- "The importance of linking the present lesson to previous learning"

3. The lesson is introduced, linking the to-be-learned material to past work and also to work to come. The student sees where the lesson fits in the "Big Picture".

   VTR (SECT VTR Library)

B. The teacher clearly conveys instructions and expectations to the students.

1. Teacher's instructions are mostly clear. (S)he tries hard to get his point across. When students ask questions, he usually provides an adequate answer by presenting alternative explanations or by using a different choice of words. Students seem satisfied. There is more evidence of understanding than uncertainty.

2. Teacher comes across as clear and organized. Although his language level is appropriate for most of the class, it may be inappropriate for a few of the students. He provides a sufficient number of good examples and usually completes instructions and explanations. There is little evidence of uncertainty.

3. Teacher presents material in an explicit, logical and organized manner. He uses an appropriate language level. He illustrates generalities with ample specific examples and carries all instructions and explanations through to completion. He makes sure that all of the students understand.

(VTR (SECT VTR library)

C. Teacher gives clear directions and explanations.

1. The teacher attempts to clarify any confusion in directions or explanations with additional communications. Only a few learners then appear to not understand.

2. No evidence of learner confusion about directions and explanations is evident. Learners appear to understand what they are to do and how they are to do it.

3. Although learners appear to understand, the teacher checks to see that learners have understood communications by asking questions about the directions or explanations.

   Small group activity -- worksheets designed to require teachers to develop questions about directions or explanations given on the worksheet.

Workshop #7

Dr. Mary Nur

XV. Goal: The teacher will demonstrate an understanding of the school subject being taught.

A. The teacher will use accurate and up-to-date facts and information to demonstrate an understanding of the subject area and its importance in the world outside.

1. During class the teacher presents or uses accurate information that is integral to the subject area.

2. The teacher uses up-to-date material, resources, factual information of the subject to motivate student interest.

3. The teacher demonstrates, through questions, modeling, application, how the subject area is important in the world outside.

a. Lecturette: Describe figures of speech in poetry.
Rationale: Use teacher-dominated technique- the lecture- to convey knowledge of subject. (See Florida Series III-2.)

b. Group Activity: Use probe questions to teach figures of speech. (Concept attainment model developed by Bruce Joyce.)
Rationale: Stimulate student interest by having them discover specific elements of poetry (see STRETCH book on questioning skills).
Task: Students are given 5-6 poems and are asked to compare the essential features to discover the figures of speech.

c. Group Activity: Brainstorm for metaphors, similees, imagery that describe the class.

B. The teacher will use a variety of resources and materials to present accurate information about the subject.

1. The teacher will use materials which present accurate information that are appropriately linked to the competence levels of the students.

2. The teacher will supplement the regular curriculum materials with other currently used documents such as newspapers, journals, magazines.

3. The teacher will create a classroom environment that provides a variety of resources, materials, visual aids to enhance student's understanding of the subject matter.

   a. History Text: Brief summary of Papal History.

   b. Journal Articles: Comtemporary view of Papal Role in History.

   c. Paintings: Presentation of religious paintings over last 1,000 years to demonstrate controversial changes in perceptions of Pope's role.

C. The teacher will state the purpose or importance of the subject by teaching it in context or relating it to the outside world.

   Success for the behavioral objective will be measured by:

   1. The teacher will state the purpose or importance of the subject being taught.

   2. The teacher will teach the subject matter in a context that reflects a larger content area.

   3. The teacher will use probe questions or encourage students to raise questions regarding the subject being taught.

      a. Film: Six-minute film #57 for CP 17 (Speech impaired students practice with objects related to nursing.)

XVI. Goal: The teacher will adjust instruction to incorporate into the planned lesson unexpected event or changes in the classroom.

A. The teacher uses original or unexpected events to supplement the lesson.

Success for the behavioral objective will be measured by the following:

1. The teacher acknowledges the unexpected event and then procedes with the lesson.

2. The teacher takes time out of the lesson to discuss the unexpected event when it occurs.

3. In addition to discussing the unexpected event, the teacher asks to name some other special events that could be used in the lesson.

   a. Role Play: Three groups of eight develop a lesson that demonstrates 1, 2, and 3.
   Rationale: The ratings are distinct enough that three separate role playing activities would demonstrate the differences and the importance of the difference instructionally so that obtaining a "3" becomes an important goal.

B. The teacher will make modifications in the lesson that incorporate events as they occur in the classroom.

Success for this behavioral objective will be measured by the following:

1. The teacher modifies the lesson plan smoothly in response to events in the classroom.

2. The teacher modifies the lesson while maintaining a strong focus on the objectives of the lesson.

3. The teacher capitalizes on unplanned occurrences in the classroom to stimulate students.

   a. Film on Birds #55 for CP 21 (I will use it here for CP 22).
   Rationale: Film demonstrates all three levels of instructional adaptations.

Workshop #8

Ginny Eckert

V. The teacher will learn techniques for reinforcing and encouraging efforts of learners.

A. The teacher will be made aware of, and will use techniques for effectively reinforcing responses in learners.

1. The teacher reinforces students' behavior.

a. The task will be to view STRETCH Module #11 - Behavior Modification.

b. The task will be to view overhead transparencies and discuss techniques of reinforcement.

c. The task will be to view and discuss a selected vignette from the VTR library.

2. The teacher reinforces student's behavior appropriately.

a. The task will be to view STRETCH Module #16 - Behavior Modification.

b. The task will be to view transparencies and discuss techniques of reinforcement.

c. The task will be to view and discuss a selected vignette...

3. The teacher reinforces student's behavior appropriately and with consistency.

a. The task will be to view STRETCH Module #16...

b. The task will be to view overhead transparencies and discuss techniques of reinforcement.

c. The task will be to view and discuss a selected vignette...

B. The teacher will be made aware of, and will use techniques for using positive reinforcement to modify student behavior.

1. The teacher identifies those teaching behaviors which control discipline by admonishing the individual or group creating discipline problems rather than addressing the behavior. The teacher notes the use of criticism and sarcasm, especially statements which imply that the student should have known better and how displeased she is with him/her.

a. The task will be to view STRETCH videotape #16 - Behavior Modification.

b. The task will be to view overhead transparencies and discuss techniques of punishment and reinforcement.

c. The task will be to view and discuss a selected vignette from the VTR library.

2. The teacher identifies those teaching behaviors which are more positive than negative when dealing with pupils. The teacher will note small negative incidents which are better ignored than attended to.

a. The task will be to view STRETCH videotape #16...

b. The task will be to view overhead transparencies and discuss...

c. The task will be to view and discuss a selected vignette from the VTR library.

3. The teacher expresses verbally her approval of good behavior to a group of students so that others are aware of the correct behavior. The teacher's action reinforces student(s) whose behavior is in the right direction. The teacher attends to good behavior and ignores the bad.

a. The task will be to view STRETCH videotape #16.

b. The task will be to view overhead transparencies and discuss...

c. The task will be to view and discuss a selected vignette from the VTR library.

C. The teacher will be made aware of, and will use techniques for guiding the work session in a meaningful and purposeful manner.

1. The teacher acknowledges student's individual needs.

a. The task will be to view and discuss a selected vignette from the VTR library.

2. The teacher acknowledges students needing assistance with their problems.

a. The task will be to view and discuss a selected vignette from the VTR library.

3. The teacher offers assistance when needed.

a. The task will be to view and discuss a selected vignette.

4. The teacher anticipates the difficulty some students will have in keeping up and will offer assistance when and if needed.

a. The task will be to view and discuss a selected vignette...

D. The teacher will be made aware of, and will use techniques for checking the progress of students while the students are working.

1. The teacher moves about the room to check progress of students.

   a. The task will be to view a selected vignette...

2. The teacher moves about the room on a regular basis to check progress of students.

   a. The task will be to view and discuss a selected vignette...

3. The teacher contacts students regularly and systematically. The teacher checks in on each pupil's progress periodically and makes an attempt to know where each student is in his work at all times.

   a. The task will be to view and discuss a selected vignette...

Workshop #8

Ginny Eckert

XVII. The teacher will learn techniques for managing classroom interactions.

A. The teacher will be made aware of, and will use techniques for providing feedback to learners about their behaviors.

1. The teacher provides non-verbal feedback (smiles, frowns, nods, moves closer to student, etc.) for acceptable or unacceptable behavior.

a. The task will be to view STRETCH videotape #5 - Classroom Management.

b. The task will be to participate in a simulation which is an adaptation of the Man-Strat game from STRETCH Module #5.

c. The task will be to complete Activity 7 in the STRETCH Handbook on Classroom Management, Module #5.

2. The teacher provides verbal feedback for acceptable or unacceptable behavior.

a. The task will be to view STRETCH videotape #5 - Classroom Management.

b. The task will be to participate in a simulation which is an adaptation of the Man-Strat game from STRETCH Module #5.

c. The task will be to complete Activity 7 in the STRETCH Handbook on Classroom Management, Module #5.

3. The teacher makes expectations about behavior clear to learners.

a. The task will be to view STRETCH videotape #5 - Classroom Management.

b. The task will be to participate in a simulation which is an adaptation of the Man-Strat game...

c. The task will be to complete Activity 7 in the STRETCH Handbook on Classroom Management...

4. The teacher uses language free of derogatory references when talking to learners about their behavior.

a. The task will be to view STRETCH videotape #5 - Classroom Management.

b. The task will be to participate in a simulation...

c. The task will be to complete Activity 7 in the STRETCH Handbook...

B. The teacher will be made aware of, and will use techniques for promoting comfortable interpersonal relationships.

1. The teacher speaks politely with learners.

a. The task will be to view STRETCH videotape #5 - Classroom Management.

b. The task will be to participate in a simulation which is an adaptation of the Man-Strat game...

c. The task will be to complete Activity 7 in the STRETCH Handbook...

2. The teacher encourages courteous interchanges among learners.

a. The task will be to view STRETCH videotape #5...

b. The task will be to participate in a simulation which is an adaptation of the Man-Strat game...

c. The task will be to complete Activity 7 in the STRETCH Handbook...

d. The task will be to view overhead transparencies and discuss the use of positively stated rules in the classroom.

3. The teacher uses a pleasant tone of voice.

a. The task will be to view STRETCH videotape #5...

b. The task will be to participate in a simulation...

c. The task will be to complete Activity 7...

d. The task will be to view overhead transparencies and discuss the use of reinforcement and punishment techniques in the classroom.

4. The teacher is fair and impartial when dealing with learners.

a. The task will be to view STRETCH videotape #5...

b. The task will be to participate in a simulation...

c. The task will be to complete Activity 7...

d. the task will be to view overhead transparencies and discuss the use of reinforcement and punishment techniques in the classroom.

C. The teacher will be made aware of, and will use techniques for managing disruptive behavior among learners.

1. The teacher overlooks inconsequential disruptions of a minor nature.

   a. The task will be to view STRETCH modules #5 and #16 (Classroom Management and Behavior Modification).

   b. The task will be to complete Activity 7 in the STRETCH Handbook on Classroom Management, Module #5.

   c. The task will be to view overhead transparencies and discuss the use of reinforcement and punishment techniques in the classroom.

2. The teacher attends to major disruptions quickly and firmly.

   a. The task will be to view STRETCH Modules #5 and #16 (Classroom Management and Behavior Modification).

   b. The task will be to view overhead transparencies and discuss the use of reinforcement and punishment techniques in the classroom.

3. The teacher makes the consequences of causing disruptions equal to the severity of the disruptions.

   a. The task will be to view STRETCH Module #16 - Behavior Modification.

   b. The task will be to view overhead transparencies and discuss the use of reinforcement and punishment techniques in the classroom.

4. The teacher makes rule violations carry consequences appropriate for learners.

   a. The task will be to view STRETCH Module #16...

   b. The task will be to view overhead transparencies and discuss the use of reinforcement and punishment techniques in the classroom.

D. The teacher will be made aware of, and will use techniques for maintaining appropriate classroom behavior.

1. The teacher uses techniques (e.g., social approval, contingent activities, punishment, etc.)

   a. The task will be to view STRETCH Module #16 - Behavior Modification.

b. The task will be to view overhead transparencies and discuss the use of reinforcement and punishment in the classroom.

2. The teacher deals with learners who have caused disruptions, rather than with the entire class.

   a. The task will be to view STRETCH videotape #16 - Behavior Modification.

   b. The task will be to view overhead transparencies and discuss...

   c. The task may be to choose one of the homework assignments.

3. The teacher reinforces appropriate behavior.

   a. The task is to view STRETCH videotape #16...

   b. The task is to view overhead transparencies and discuss...

   c. The task may be to choose one of the homework assignments.

4. The teacher maintains a classroom that maximizes the possibilities for learning.

   a. The task will be to view STRETCH videotape #16...

   b. The task will be to view overhead transparencies and discuss...

   c. The task will be to choose one of the homework assignments.

Module #9

Laura Weiner

V. The teacher will learn techniques for helping learners develop positive concepts of themselves.

A. The teacher will become aware of the amount of student-teacher contact utilized in the areas of language, body contact and body language.

1. The teacher will identify those behaviors which convey to a student an air of "coldness," lack of affection or warm feelings, and discourages freedom of expression.

a. The task will be an adapted simulation game, peer observation and discussion.

2. The teacher will identify nodding as a communication of approval, rarely if ever using physical contact, thus being "distant" with students.

a. The task will be an adapted simulation game, peer observation and discussion.

3. The teacher will identify those behaviors when responding to students which express a controlled, "polite" manner, displaying physical contact only when students have responded in a way that meets with her approval.

a. The task will be an adapted simulation game, peer observation and discussion.

4. The teacher will identify the behaviors while interacting with students which express a "friendly" manner, incorporating eye contact, smiling and a spontaneous positive manner in response to student questions.

a. The task will be an adapted simulation game, peer observation and discussion.

5. The teacher will identify those behaviors which express "warmth" by seeking eye contact with students, talking informally, using affectionate words, smiling, having a pleasant look and using physical contact.

a. The task will be an adapted simulation game, peer observation and discussion.

B. The teacher will become aware of her reactions to student's emotions, while exploring the amount of acceptance she expresses for individuals as well as groups, and the degree to which she can communicate her feelings of empathy and understanding to the students.

1. The teacher will identify behaviors which show no concern for students' needs or feelings, thus rejecting an expression of emotions through criticism, ignoring or refusing to talk about feelings while eliciting a nervous or uncomfortable feeling on the part of her students.

a. The task will be to view and discuss a selected vignette from the VTR library.

b. The task will be to view an overhead transparency and discuss the "Criticism Trap."

2. The teacher will identify those behaviors which supress an expression of emotions: showing a dislike for students displaying their emotions; only making allowances for student differences and emotions in emergency situations; and not discussing personal problems in the classroom.

a. The task will be to view and discuss a selected vignette from the VTR library.

3. The teacher will identify those behaviors which Tolerate an Expression of Emotions but without student involvement while showing a concern for students' emotions and behavior only when she wants to change a behavior.

a. The task will be to view and discuss a selected vignette from the VTR library.

4. The teacher will identify those behaviors which allow for the acceptance of emotional concerns and individuality among students, thus reacting positively toward their expression of emotions.

a. The task will be to view and discuss a selected vignette from the VTR library.

5. The teacher will identify those behaviors which encourage the expression of emotions: displaying constructive reactions (overt, verbal, non-verbal) to students feelings and attitudes; an awareness of students emotional needs; taking time out to discuss or explore students feelings; providing learning experiences to help children gain and use acceptance; while adjusting his/her behavior to accommodate the students needs.

a. The task will be to view and discuss a selected vignette from the VTR library.

C. The teacher will become aware of and utilize those behaviors which demonstrate warmth and friendliness.

1. The teacher will discuss and identify ways to seek information about the interest or opinions of learners.

a. The task will be to view overhead transparencies and discuss interest inventories.

b. The task will be to view and discuss a selected vignette from the VTR library.

c. The task will be to do as a homework assignment with a student from the teacher's class the reward questionnaire as described in STRETCH Module 16, Behavior Modification workbook on pages 17 and 18.

2. The teacher will smile at learners and laugh or joke with them.

   a. The task will be to view and discuss a selected vignette from the VTR library.

   b. The task will be to do the situation sheet on page 34, STRETCH Module 5, Classroom Management workbook.

3. The teacher will maintain close contact with learners by sitting or standing near them.

   a. The task will be to view and discuss a selected vignette from the VTR library.

4. The teacher will use the names of learners when addressing them.

   a. The task will be to view and discuss a selected vignette from the VTR library.

D. The teacher will become aware of and utilize those behaviors which demonstrate a sensitivity to the needs and feelings of learners.

1. The teacher will identify and utilize techniques for providing an opportunity for learners to express their needs or feelings.

   a. The task will be to play the Values Focus Game (STRETCH Module 3, Values Clarification workbook, Activity 12, page 34).

   b. The task will be to read the article "Specific Strategies for Managing Behavior" (STRETCH Module 5, Classroom Management workbook, pages 37-40) and complete the accompanying checklist.

   **c. The task will be to complete as a homework assignment the Planning Ahead activity in STRETCH Module 5, Classroom Management workbook, pages 41 and 42.

2. The teacher will identify and utilize techniques for listening to, or accepting ideas from learners.

   a. The task will be to play the Values Focus Game (STRETCH Module 3, Values Clarification workbook, Activity 12, page 34).

   **b. The task will be to complete as a homework assignment the Planning Ahead activity in STRETCH Module 5, Classroom Management workbook, pages 41 and 42.

3. The teacher will identify and utilize techniques for giving learners individual help or attention.

   a. The task will be to play the Values Focus Game (STRETCH Module 3, Values Clarification workbook, Activity 12, page 34.

*b. The task will be to do as a homework assignment (Activity 10, page 56, STRETCH Module 16, Behavior Modification workbook) "Solve that Problem!" adding a case #3 made up from personal classroom experiences.

**c. The task will be to complete as a homework assignment the Planning Ahead activity in STRETCH Module 5, Classroom Management workbook, pages 41 to 42.

4. The teacher will identify and utilize techniques for being courteous when dealing with learners.

   a. The task will be to play the Values Focus Game (STRETCH Module 3, Values Clarification workbook, Activity 12, page 34).

E. The teacher will identify and utilize techniques for demonstrating patience, empathy, and understanding.

1. The teacher will identify and practice techniques for providing learners with an opportunity to express personal or academic problems.

   a. The task will be to view and discuss a selected vignette from the VTR Library.

   b. The task will be to play the Values Focus Game (STRETCH Module 3, Values Clarification workbook, Activity 12, page 34) paying particular attention to the "Rule of Focusing" and the "Rule of Drawing Out."

2. The teacher will identify and utilize techniques for providing learners with an opportunity to explain such things as late work or rule violations before taking action.

   a. The task will be to view and discuss a selected vignette from the VTR library.

   b. The task will be to play the Values Focus Game (STRETCH Module 3, Values Clarification workbook, Activity 12, page 34) paying particular attention to the "Rule of Focusing" and the "Rule of Drawing Out."

3. The teacher will identify and utilize techniques for showing learners through words or actions that their comments or problems are understood.

   a. The task will be to view and discuss a selected vignette from the VTR library.

   b. The task will be to play the Values Focus Game (STRETCH Module 3, Values Clarification workbook, Activity 12, page 34) practicing the "Rule of Acceptance."

4. The teacher will identify and utilize techniques for avoiding sarcasm or ridicule when dealing with problems.

   a. The task will be to view and discuss a selected vignette from the VTR library.

b. The task will be to play the Values Focus Game (STRETCH Module 3, Values Clarification workbook, Activity 12, page 34).

c. The task will be to do the Situation Sheet in STRETCH Module 5, Classroom Management workbook, page 34.

F. The teacher will become aware of techniques to equally divide time and attention among students.

1. The teacher will identify those behaviors which exhibit different reactions to different students who exhibit like behavior, thus showing both negative and positive partiality.

a. The task will be to view and discuss a selected vignette from the VTR library.

2. The teacher will identify those behaviors which tend to focus most of her time on children at opposite ends of the behavior scale (those exhibiting either mostly positive or negative behavior), thus giving little attention to most average students.

a. The task will be to view and discuss a selected vignette from the VTR library.

3. The teacher will identify those behaviors which tend to overlook the average student, focusing too much attention on children with negative behavior or on children who excel, while only occasional attempts are made at redistributing attention.

a. The task will be to view and discuss a selected vignette from the VTR library.

4. The teacher will identify those behaviors which treat the majority of students equally, occasionally overlooking some.

a. The task will be to view and discuss a selected vignette from the VTR Library.

5. The teacher will identify those behaviors which attempt to treat students equally, thus trying to divide time and attention fairly among all students, and seeing each child as an individual and not showing any partiality.

a. The task will be to view and discuss a selected vignette from the VTR library.

G. The teacher will become aware of those behaviors which provide learners with an opportunity for success.

1. The teacher will identify techniques utilized in scheduling assignments so that learners are able to master one task before going on to the next.

a. The task will be to read and discuss a Behavioral Skills Laboratory (BSL) handout on using contracts with students and types of reinforcement.

2. The teacher will identify instructional techniques that encourage the participation of all learners.

   a. The task will be to view and discuss an overhead transparency on types of reinforcement (BSL #4).

   b. The task will be to read the article "Specific Strategies for Managing Behavior" (STRETCH Module 5, Classroom Management workbook, pages 37-40) and complete the accompanying checklist.

3. The teacher will identify techniques for providing help for learners by personally assisting them, using peer or parent tutors, and using alternative materials.

   a. The task will be to view and discuss two selected vignettes from the VTR library.

   *b. The task will be for homework to make up and institute a contract with a student as outlined in STRETCH Module 16, Behavior Modification workbook, pages 28-30.

   c. The task will be to read the article "Specific Strategies for Managing Behavior" (STRETCH Module 5, Classroom Management workbook, pages 37-40) and complete the accompanying checklist.

4. The teacher will identify techniques utilized when assigning tasks suited to the ability of the learners, or allowing additional time for learners to complete assignments.

   a. The task will be to view and discuss an overhead transparency on contracts (BSL #7).

   *b. The task will be to do as a homework assignment (Activity 10, page 56, STRETCH Module 16, Behavior Modification workbook) "Solve that Problem" adding a case #3 make up from personal classroom experiences.

   *c. The task will be for homework to make up and institute a contract with a student as outlined in STRETCH Module 16, Behavior Modification workbook, pages 28-30.

   d. The task will be to read the article "Specific Strategies for Managing Behavior" (STRETCH Module 5, Classroom Management workbook, pages 37-40) and complete the accompanying checklist.

*Homework assignment noted with a single asterisk is chosen based on the individual needs of the teacher. The teacher must choose one of the three assignemnts offered.

**The homework assignment noted with a double asterisk is to be completed by all teachers.

Workshop #10

Ernest L. Bentley, Jr.

XIV. The teacher will learn to obtain and use information about the effectiveness of instruction and to revise it when necessary.

A. The teacher will obtain test results and teacher observation data on the effectiveness of instruction.

1. The teacher maintains written records (such as a grade book or individual files) on the general success of learners on each instructional unit.

a. The individual motivational record, useful in standard or individualized programs will be presented.

b. A summary record to be used with the individual motivational record will be illustrated.

2. The teacher attempts to collect information on instructional effectiveness on the basis of learner questionnaires or interviews.

a. Participants will construct guidelines to be used in preparing student questionnaires and interviews.

b. A student questionnaire will be drafted if time permits.

3. The teacher arranges with peers or administrators to provide periodic feedback on the methods or results of instruction.

a. A form for periodic reviews will be provided. The use of this form will be demonstrated.

4. The teacher obtains information on his or her instruction using such means as video or audio recorders or checklists.

a. The Gallagher-Aschner observational system will be presented and its use illustrated.

b. The Reciprocal Category System of interaction analysis will be presented. The role this system might play in determining teacher effectiveness will be demonstrated.

B. The teacher will use evaluation results and observation data to make long term revisions in instruction when needed.

1. Instruction is revised on the basis of feedback from the personal observations of the teacher or from data (cognitive and affective) collected from pupils.

a. A micro teaching approach will be used to provide participants with the opportunity to practice making revisions based on teacher observation and data collected from students.

2. The teacher makes revisions based on the periodic feedback from peers or administrators on the instructional procedures used in the classroom or the results produced with learners.

   a. The lesson plan form will be used to illustrate before and after records of revision based on data collected from peers or administrators.

3. The teacher makes revisions based on data collected with such devices as video or audio recorders or checklists.

   a. Participants will gain experience in use of data collected by the Gallagher-Aschner and Reciprocal Category System to make judgments about teacher effectiveness. Methodological considerations and student performance will be related to achievement of lesson objectives.

Workshop 11

Professional Standards

Julie Stulac, Ph.D.

The following objectives are behaviors seen by colleagues and administrators of the teacher but not necessarily to the casual observers or even the trained data collector. The major concern here for the teacher is to be sure that his/her colleagues are aware of their efforts. Due to the nature of these behaviors, a workshop will not be presented on Professional Standards. Instead, it is suggested that the teacher read the lesson and try out some of the activities. There are, of course, many other ways to demonstrate competence in these areas but the suggested activities should give some direction to the concerned teacher.

XVIII. Goal: The teacher will learn to meet professional responsibilities.

A. The teacher will work cooperatively with colleagues, administrators, and community members.

1. The teacher participates in a cooperative instructional planning session with colleagues.

a. Join a team teaching unit.

b. Plan a cross-curriculum unit with other teachers.

2. The teacher participates in a parent-teacher organization activity.

a. Work with the PTA on a project, fund-raiser, etc.

3. The teacher assists administrators in modifying school policies and resolving issues.

a. Ask principal when he needs help or input and follow through with suggestion.

b. Sponsor student council activity and participate in student decision-making programs.

c. Begin a peer counseling group.

4. The teacher works harmoniously with colleagues.

a. Find a faculty group assignment and give your help.

b. Help another teacher work with a student you share.

B. The teacher will follow the policies and procedures of the school district.

1. The teacher meets contractual obligations.

a. Read your contract and ask questions if it is unclear.

2. The teacher manages classroom behavior in accordance with school policy.

   a. Read school policy and discuss with administrators.

3. The teacher uses appropriate methods to influence changes in policy and procedures.

   a. Discuss with principal how changes might be made.

   b. Read district grievance policy and practices.

4. The teacher carries out the policies and procedures of the school district.

   a. Read the district policy manual.

   b. Follow those instructions.

C. The teacher will demonstrate ethical behavior.

1. The teacher presents reasoned opinions on issues that pertain to teaching and learning.

   a. Select a theory of learning from a textbook.

   b. Try to find applications of that theory in your classroom.

2. The teacher refrains from gossip about colleagues and learners.

   a. Don't even listen!

3. The teacher abides by reasonable community standards of behavior.

   a. Identify for yourself what the community perceives as extreme behaviors and avoid public demonstrations of them.

4. The teacher handles confidential and sensitive information in an acceptable manner.

   a. Protect your confidential records with locked files, drawers, or cabinets.

   b. Avoid lounge discussions of students that are not intended to help the student.

D. The teacher will carry out instructional duties.

1. The teacher is available to students outside of scheduled class times.

   a. Set up office hours or procedures so that students know how to talk to you outside of class.

2. The teacher has plans ready when a substitute teacher is needed.

   a. Begin a portfolio of one-time lessons that a substitute could use.

b. Make sure the substitute can find your portfolio.

3. The teacher follows district curriculum guidelines, course outlines, or syllabi in conducting instruction.

   a. Read district guidelines and prepare lessons accordingly.

4. The teacher avoids excessive absences.

   a. Take care of your health

   b. Allow time for other commitments so that you are not spread toothinly.

E. The teacher will carry out additional duties.

1. The teacher maintains attendance records.

   a. Obtain a record keeping book and use it.

   b. Establish a daily routine for attendance taking.

2. The teacher performs assignments such as lunchroom supervision, class advisor, or club sponsor conscientiously.

   a. Get involved in a student activity or, better still, develop an interest of your own into a student activity.

3. The teacher keeps records of learners up to date.

   a. Keep progress records in systematized book.

   b. Establish a daily procedure for entries in the book.

4. The teacher prepares grade and progress reports.

   a. Learn the school procedure for reporting grades.

   b. Schedule time ahead for yourself to be able to complete reports.

Workshop 11

Julie Stulac

XIX. Goal: The teacher will learn to engage in self improvement.

A. The teacher will obtain and evaluate data on professional skills.

1. The teacher obtains data on professional skills from self-evaluations (e.g., recordings, checklists, etc.)

a. Read about and try Flanders' Interaction Analysis with a peer.

b. Have your instruction videotaped and review it for ways to improve.

2. The teacher seeks assistance from colleagues or learners in obtaining data on professional skills.

a. Read about and try Deal's Collegial Evaluation System.

b. Ask your students how you are doing... frequently.

3. The teacher uses cognitive or affective data from learners to assess professional skills.

a. Experiment with your own teaching techniques and decide between strategies based on student outcomes.

4. The teacher uses data on professional skills to plan.

a. Determine your strengths and weaknesses and consider these when making out lesson plans.

B. The teacher will obtain information to aid teaching.

1. The teacher uses journals (personal or school) to obtain teaching ideas.

a. Subscribe to your area's professional periodical.

b. Try one new idea in class from reading it.

2. The teacher attends meetings (local, regional, or national) to obtain teaching ideas.

a. From a program agenda, select an interest area, and attend the session.

3. The teacher is receptive to new information on teaching.

a. Try out a new idea in class just for the sake of becoming comfortable with new methods.

4. The teacher adopts sound information or materials about teaching.

   a. Anticipate the outcome before starting your work.

   b. Discuss with colleagues why you are going to do what you will.

C. The teacher will participate in professional growth activities.

1. The teacher participates in school staff development activities.

   a. Attend faculty meetings.

2. The teacher participates in district staff development activities.

   a. Go to staff development meetings optimistically.

3. The teacher participates in activities of professional organizations.

   a. Join your professional organization and attend its workshops.

4. The teacher engages in a program of professional development.

D. The teacher will share professional materials and ideas.

1. The teacher is knowledgeable about professional materials and ideas.

   a. Read several educational journals regularly.

2. The teacher shares his/her own professional ideas or materials with colleagues.

   a. Discuss with others the new ideas you have read about.

3. The teacher seeks out professional ideas or materials from colleagues.

   a. Ask others what they are doing for application to your own setting.

4. The teacher makes public presentations (verbal and written) about professional ideas or materials.

   a. Write down some of your good ideas.

   b. Send the best ones into district newsletters or professional journals for publication.